

8-1997

National EdD Program for Educational Leaders Catalog 1997-1998

Nova Southeastern University

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National EdD Program for Educational Leaders

Fischler Center
for the
Advancement
of Education



CATALOG 1997-1998

Includes Application
and Admission Forms

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814 (916) 445-3427."

INDIANA

"This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number 800-227-5695 or (317) 232-1320."

SOUTH CAROLINA

"Nova Southeastern University is Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2260."

WASHINGTON

Nova Southeastern University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 1999, and authorizes Nova Southeastern University to offer the following degrees: Master of Business Administration, Doctorate of Business Administration, and Doctor of Education. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board at P.O. Box 43430, Olympia, Washington 98504-3430.

MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning. The University attempts to rent classrooms on local college campuses before using other facilities.

National EdD Program for Educational Leaders

CATALOG 1997-1998

Policies and programs set forth in this catalog are effective through June 30, 1998. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require different time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Published August 1997



This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.

PRESIDENT'S MESSAGE



Ovid C. Lewis, JSD
President, Nova Southeastern University

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, NSU has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

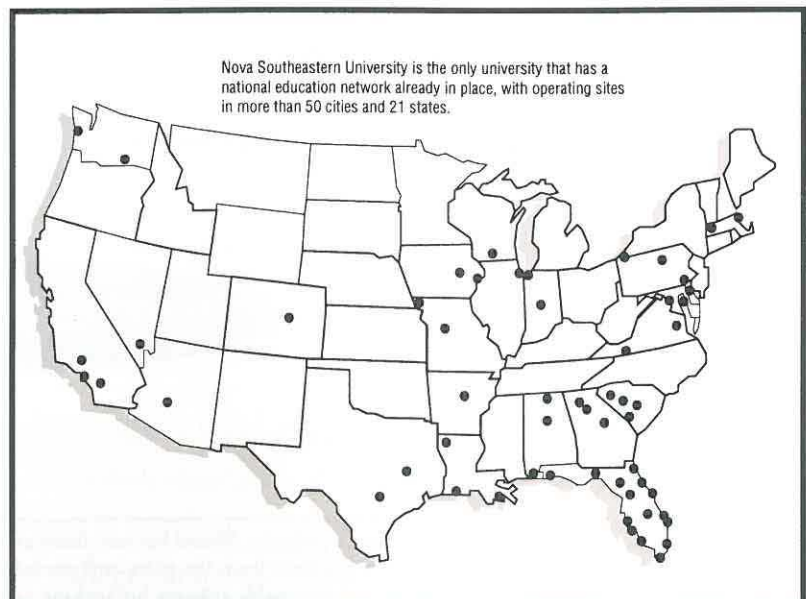
Given our commitment to providing educational opportunities that prepare tomorrow's professionals to optimally serve their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

THE MISSION

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.



THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 232-acre Main Campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, unique programs that provide both traditional and nontraditional choices in educational programs, and research in many fields aimed at solving the problems of immediate concern to mankind.

The University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, dentistry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The University's Educational Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

EDUCATION PROVOST'S MESSAGE



*H. Wells Singleton, PhD
Education Provost, Fischler Center
for the Advancement of Education*

It continues to be a point of pride when people note that Nova Southeastern University has more than its share of graduates who are leading school administrators throughout North America. Most likely, the leaders to whom they are referring are graduates of this Program, the National EdD Program for Educational Leaders. Our more than 2,000 graduates are superintendents of some of the nation's largest school systems, winners of "administrator of the year" honors in their states, leading practitioners at state board levels, and leaders of their professional organizations.

Why? There are at least several reasons:

- This Program is designed for the working professional.
- This Program is doing what the national studies say is needed to equip school administrators to lead in the face of the challenges of today.
- And this Program uniquely matches individuals' professional development needs and goals.

The National EdD Program for Educational Leaders, established in 1972, was arguably the first educational leadership doctoral program based on the then-new distance education format. The Program's creators saw the need, developed the product, and delivered. That same innovative spirit and personal commitment to the participant continues today, in the Program and in our national faculty.

We at the Fischler Center for the Advancement of Education are intensely aware of the need for more and more emphasis on leadership development and the lifelong learning concept—and we are moving rapidly to lead the way locally, nationally and internationally. We are embarking on innovative new partnerships, creating programs that "stretch the envelope," have initiated a major international thrust, and much more. And, working from our 250,000 square foot, 18 acre home in North Miami Beach, Florida, we are launching initiatives that will tie our programs together with the world.

If you find that your personal goals and learning styles are consistent with the directions the National EdD Program for Educational Leaders and the Fischler Center for the Advancement of Education are going, I encourage you to consider applying to the Program. Good luck with your career and your graduate studies!

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

Mission Statement

The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education of their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education Programs

Graduate Teacher Education Program offering:

- Various Majors in Teaching (MS and EdS)
- Modified Core Program in Educational Leadership (MS and EdS)
- Initial Certification (MS)
- Nondegree Endorsement and Certification Renewal Options

Life Span Care and Administration offering:

- Applied Addiction Studies (MS)
- Child and Youth Care Administration (MS)
- Early Childhood Education Administration (MS)
- Elder Care Administration (MS)
- Family Support Studies (MS)

National EdD Program for Educational Leaders offering:

- Educational Leadership (EdD)

Programs for Higher Education offering:

- Adult Education (EdD)
- Computing and Information Technology (EdD)
- Health Care Education (EdD)
- Higher Education (EdD)
- Vocational, Technical, Occupational Education (EdD)

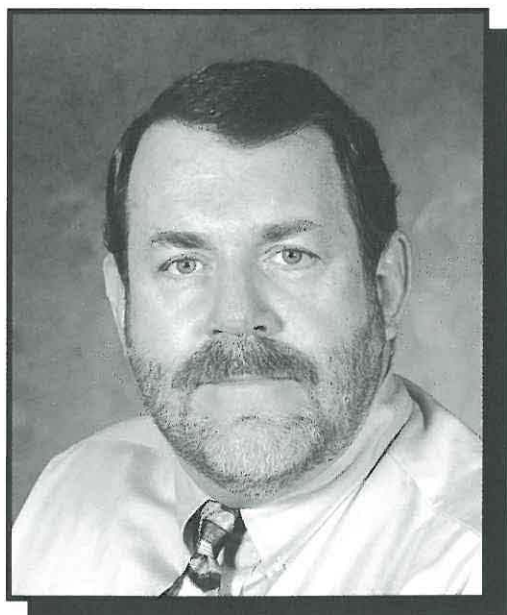
Programs in Communication Sciences and Disorders offering:

- Audiology (AuD)
- Speech-Language Pathology (MS and SLPD)

Programs in Education and Technology offering:

- Instructional Technology and Distance Education (MS and EdD)
- Child and Youth Studies (EdD)

PROGRAM DEAN'S MESSAGE



CHARLES L. FAIRES, PhD
*Program Dean
National EdD Program
for Educational Leaders*

Last year's Program brochure claimed "Celebrating 25 Years of Innovation in Leadership Education." As the Education Leaders Program begins its second 25 years it has reached maturity and achieved credibility. This period in the Program's life affords us opportunity to once again adopt an agenda of planned exploration, innovative educational change, and quality refinement.

In recent years other universities have attempted to adopt the best practices employed by the Education Leaders Program: empathic and supportive participant services; exemplary instruction by a national faculty; an on-site delivery system promoting a dynamic curriculum; and a program of study designed as a national school-based laboratory for school improvement ventures.

The Program continues, with renewed energy, new personnel, and an expanded vision to meet specific Program goals:

- to provide opportunities for educators to refine their leadership skills
- to identify new and diverse populations for inclusion in the program
- to develop futuristic curricula to prepare for new needs and directions for education reform
- promote technology expansion for instruction, communication, participant services
- provide a risk-taking environment for growth and development
- ensure the ethical and integral commitment of all constituents.

Join us in our common mission of creating new and positive directions for education.

PROGRAM FACULTY AND STAFF



JACKELINE ANGELES
Dissertation Secretary



KATHIE BLITZ
Coordinator of
Computer Support



NEDRA BORDERS
Coordinator of
Program Marketing



DEBORAH BROWN
Secretary to the
Program Dean



AWILDA CORDERO
Secretary, Student Services



TANIA DERBY
Administrative Assistant,
LeAP Program Development



PHILIP DETURK
Program Professor



NANCY DRAPER
Dissertation Secretary



LORETTA EATON
Secretary, Admissions



SHEILA HAUER
Administrative Assistant,
Student Services



KATHRYN HOLLYWOOD
Program Professor



MOISETTE HORNBOOK
Coordinator of
Administrative Operations



SUZANNE PADGETT
Coordinator of
Instructional Materials



TOSHIMA PARRIS
Dissertation Secretary



JOHNNIE PERRY
Administrative Secretary,
Financial Accounts



KELLY REID
Secretary, Study Areas



ZENOBIA ROMERO
Receptionist



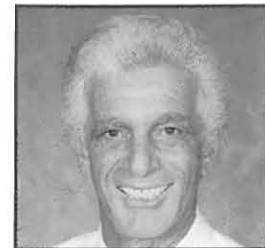
SHARON SANTILLI
Program Professor



EDNA SUÁREZ-COLOMBA
Program Professor



DANIEL W. SULLIVAN
Director of Field Services

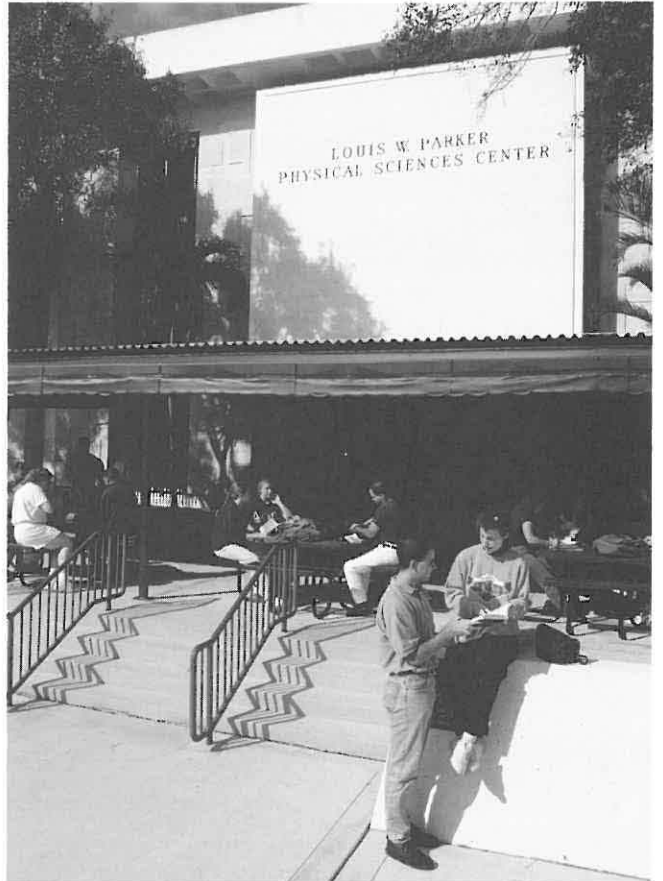
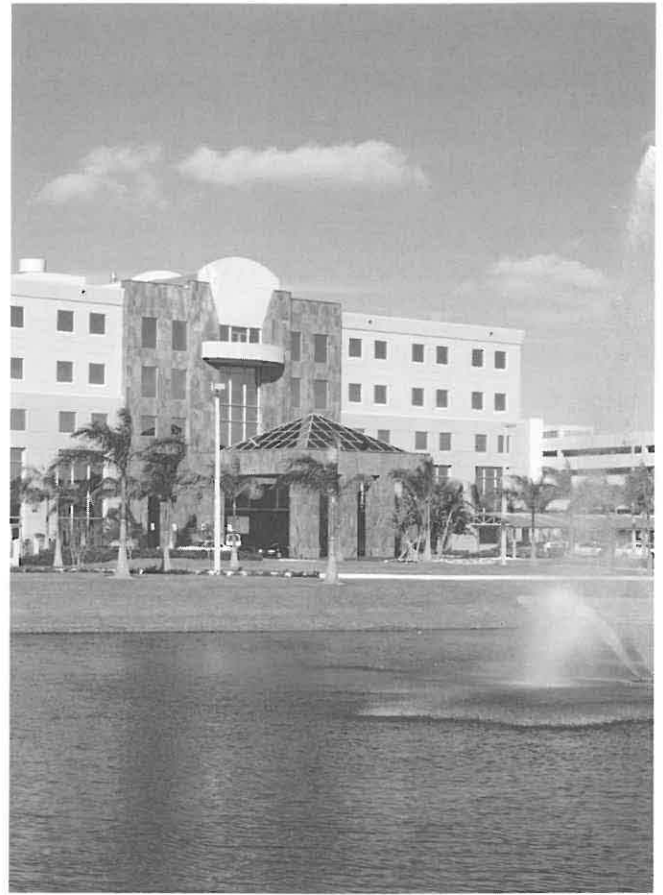


PETER H. WAGSCHAL
Program Professor



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MISSION, GOALS, AND RATIONALE OF THE PROGRAM

MISSION

Through a dynamic doctoral program of study, assessment, and action, the mission of the National EdD Program for Educational Leaders is to provide practicing education leaders the opportunity for acquiring knowledge and developing leadership to foster innovative and effective learning environments.

GOALS

1. To improve schools and other learning environments through the leadership of Program participants and graduates
2. To provide a field-based doctoral program accessible to diverse populations of practitioners
3. To enable participants to expand their administrative competence and to model visionary leadership
4. To assist participants in the creation and implementation of individual leadership development plans
5. To advocate and implement educational improvement using
 - informed action research
 - effective application of change theory
 - collaborative decision-making and strategic planning
 - risk and creativity
 - appropriate evaluation
6. To identify and address contemporary and future educational issues in a changing world
7. To promote personal and professional networking

RATIONALE

It is the University's intention to develop leadership skills that will be applied immediately to the solution of real problems in the schools and other learning environments. A major objective is to explore new

approaches to the improvement of elementary and secondary schools through a focus on actual situations and school problems. The planning and implementation of projects based on these problems is an innovative and essential part of the Program. The education systems in which Program participants are administrators constitute a national and international laboratory in which interventions are explored, tested, implemented, and evaluated.

Leadership requires a broad knowledge of social, political, and economic forces at work in the society. A narrow concentration on mechanical or logistical issues tends to perpetuate parochialism and traditionalism. The Program, therefore, draws outstanding scholars and practitioners from a variety of universities and educational systems to provide a global perspective and bring international, national, and campus resources to the participants and their local communities. Leadership growth also requires self-analysis and reflection; it is a learning activity that benefits from experience. The Program devotes considerable attention to assessment of leadership by participants in their work settings and to development and application of leadership growth plans.

The organization of the Program is designed for participants to work with colleagues in local clusters. This concept of bringing the campus to a cohort of administrators allows individuals to participate in an accessible location and in a program of study which complements their work responsibility. The cohort of practicing school leaders provides a rich resource for ongoing school and self improvement. Innovative uses of technology bring additional resources to the local cluster site and school systems. All participants have access to online communication with each other and with faculty, and to a vast array of library and other information sources including the Internet and the World Wide Web. From this cluster

Nova Southeastern University has a 232-acre Main Campus with 37 buildings, an East Campus, and the Fischler Center for the Advancement of Education's 250,000-square-foot North Miami Beach Campus.

Robin Arden, EdD
1994 Program Graduate
Superintendent
Abbotsford School
District
Abbotsford,
British Columbia
Canada

"The Program provided a unique opportunity for me to network with other school administrators from all across North America. The nine study areas offered twenty-seven professional development sessions delivered by some of the best known lecturers in education."

organizational pattern, interactive networks evolve to serve participants long after graduation.

Annual Summer Institutes bring participants together to explore professional issues and practices with one another, with Nova Southeastern University faculty and staff, with academicians from other disciplines, and with leaders in politics, education, business, and other human services. There is no experience in graduate education equivalent to the Educational Leaders' Summer Institute.

The National EdD Program for Educational Leaders has become a model of nontraditional, adult-oriented graduate education for many other institutions nationally and abroad. The Program was selected by a national panel of administrators and professors as recipient of the American Association of School Administrators Outstanding School Administrator Preparation Program Award. The National EdD Program for Educational Leaders is committed to maintaining its preeminent position as a leadership program created to assist those who will be responsible for shaping educational excellence in the 21st century.

PARTICIPANTS AND THE CLUSTER CONCEPT

PARTICIPANTS

Since 1972, the term "participant" has been used to refer to administrators admitted to the National EdD Program for Educational Leaders. The term was chosen because it reflects the spirit of cooperative learning that characterizes the Program. It is descriptive of the relationship of the learner to the Program. Participants are adult learners and expect full involvement in all aspects of their graduate experience and professional growth.

SITE ADMINISTRATORS

Each cluster is under the direction of a site administrator who provides overall direction and leadership to the cluster. The administrator serves many roles: advocate for participants, liaison with the Program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general manager of the cluster. Site administrators serve as personal and professional resources to participants and provide academic counseling when needed.

LOCAL CLUSTERS

The local cluster is a key organizational and educational component of the Program. Organizationally, a cluster is a cohort of about 20 administrators, living and working in proximity to one another, who enroll in the Program at a given time. Educationally, the cluster is a cohort of teachers and learners organized to share their professional expertise, to provide support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with national lecturers as scheduled and with the Program staff and local resource people as arranged over the 3 years of the Program. Doctoral residency is defined as continuous enrollment for one (1) calendar year. Participants from the local cluster **are required** to engage in an instructional learning group under the direction of the site administrator.

ADMISSION REQUIREMENTS

School administrators with a penchant for action and positive change are sought for the National EdD Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Educational Leaders Program. Accordingly, admission to the Program requires a master's degree with at least a 3.0 GPA from a regionally accredited institution, current employment in an administrative position in education, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the applicant's administrative performance and leadership. In addition, candidates must have the authority and the latitude to conduct action research projects designed to improve education in their own school or school system.

The following credentials **must be submitted** to the Program office for admission consideration: completed application form, official bachelor's degree and master's degree

transcripts, evidence of professional certification (when appropriate), and three letters of recommendation. A copy of a job description might be requested to verify an applicant's role or responsibilities as an administrator. An application fee of \$50 is required and participants admitted to the Program **must** have daily access to a computer with a modem.

In clusters meeting in South Carolina and Georgia, applicants **must**, in addition to the above, submit the results of the Graduate Record Examination (GRE) or the results from the Miller Analogies Test (MAT), submit a writing sample, and complete a preadmission interview with a faculty member.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule. Applicants, because of past academic record or personal misconduct, may be denied admission.

Over the last 10 years,
Nova Southeastern
University's total
enrollment doubled from
approximately 7,500 to
15,500 and full-time
faculty increased four-
fold.



Fischler Center's expansive new campus in North Miami Beach.

Michael M. Woods, EdD
1995 Program Graduate
Elementary School
Principal
Chicago, Illinois

"My Nova Southeastern University experience has been one of the most rewarding of my personal and professional career. The course work gave me the opportunity to significantly develop the skills of reading, writing, and research; all essential tools for successful educational leaders."

INTERNATIONAL PARTICIPANT ADMISSION

Prospective international participants who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service.

Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8685 or (954) 262-8685. The prospective participant is responsible for all fees incurred for this evaluation.

TO APPLY

Application materials and other information may be found in this catalog. Questions can be answered by contacting the National EdD Program for Educational Leaders, Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162, or by calling, (954) 262-8580, or toll free 800-986-3223, Ext. 8580, 8:30 a.m.-5:00 p.m. EST Monday-Friday. E-mail: edlinfo@fcae.nova.edu or via the World Wide Web: <http://www.fcae.nova.edu/edl>

TRANSFER OF CREDITS

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within 3 calendar years of the request for transfer, the credit is post master's work earned as a matriculated participant in a regionally accredited doctoral program, and the content of courses being requested for transfer was equivalent in content to Educational Leaders study areas. **Request for transfer credits must occur at the time of application. Credit for life experience is not considered.**

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the Admissions Office of the receiving school for information.

CERTIFICATION

Enrollment in the National EdD Program for Educational Leaders is intended for practicing school administrators. Therefore, applicants **must** hold certification appropriate to their present administrative position. Certification requirements for administrative positions vary greatly from state to state, and the Program does not guarantee that earning the Nova Southeastern University Educational Leaders doctorate will fully satisfy certification requirements for any specific position. Questions about certification should be directed to individual State Departments of Education. These offices are familiar with the requirements and courses needed for specific endorsements within individual state guidelines.

TECHNOLOGY

The National EdD Program for Educational Leaders continues to be at the forefront of educational change. Closely aligned with that commitment has been the involvement and dedication of the Program to technological advances.

All participants, **must** have daily access to a computer with a modem and must also secure their own Internet Service Provider (ISP). Upon admission to the Program, participants receive a UNIX computer account with the University. Through the UNIX account, participants have access to information about the National EdD Program for Educational Leaders and its activities (www.fcae.nova.edu/edl), the Einstein Library at the University and its distance library services, ERIC and other information databases, and interlibrary services. Internet access is possible through the UNIX account, however it is text-based and therefore somewhat limited.

Technology training is conducted at the local sites at the start of a new cluster. Each cluster has its own laptop computer with online capacity. Some training is also provided during the Summer Institutes and through cluster activities.

CLUSTERS AND SITE ADMINISTRATORS

ALABAMA

Mobile

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DELAWARE

Wilmington

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FLORIDA

Broward County

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Dade County

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Jacksonville and Orlando

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Based on 1995 figures,
Nova Southeastern
University is the 15th
largest private institution
of higher education in
the country.

South Florida

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Tampa

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GEORGIA **Atlanta**

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Macon

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*Camille Casteel, EdD
1991 Program Graduate
Superintendent
Chandler Unified School
District No. 80
Chandler, Arizona*

*"The National EdD
Program for Educational
Leaders represents the
most meaningful graduate
experience of my 26 year
career in education. The
doctoral Program allows
the practicing
administrator to combine
school improvement with
professional growth.
There is not another
program designed to have
the impact of
NSU.....and many have
tried."*

Erie

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NSU is among the 25
largest universities in the
country in number of
students enrolled in post-
baccalaureate programs.

National EdD Program for Educational Leaders



• SITES

- | | | | |
|---------------------------|----------------------|------------------------------|----------------------|
| 1. San Francisco, CA | 8. Lake Charles, LA | 15. South Florida | 22. Bucks County, PA |
| 2. Los Angeles, CA | 9. Chicago, IL | 16. Jacksonville/Orlando, FL | 23. Erie, PA |
| 3. Vancouver, BC (Canada) | 10. Indianapolis, IN | 17. Columbia, SC | 24. Boston, MA |
| 4. Phoenix, AZ | 11. Mobile, AL | 18. Danville, VA | 25. Springfield, MA |
| 5. Colorado Springs, CO | 12. Atlanta, GA | 19. Richmond, VA | 26. Wilmington, DE |
| 6. Dallas, TX | 13. Macon, GA | 20. Northern Virginia | |
| 7. Kansas City, Mo | 14. Tampa, FL | 21. Williamsport, PA | |

ACADEMIC REQUIREMENTS

GRADUATION REQUIREMENTS

To graduate, a participant **must** (a) pass all study areas, (b) complete all field study and action requirements, (c) attend two Summer Institutes and successfully complete the credit awarding activity, and (d) meet all financial obligations to the University. In addition to the above, participants from Georgia and South Carolina **must** successfully complete a comprehensive examination to fulfill state requirements.

DOCTORAL CANDIDACY POLICY

Doctoral participants **must** attain candidacy status prior to the Center Provost's recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee comprised of doctoral faculty members from all Center doctoral programs and by demonstrating that the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Participant Handbook* of the National EdD Program for Educational Leaders.

PROGRAM PROGRESS

GRADE REPORTS

Progress grade reports are mailed to participants at the end of every term by the registrar. Grades are permanently stored by the registrar and become a part of the official transcript of the participant's matriculation in the Program. An illustration (refer to page 12) has been included to describe the credit earning process and the integration of the study areas, field study and action areas, and Summer Institute into a typical 3-year cluster schedule.

GRADING SYSTEM

A Pass-No Pass (P-NP) grading system is used in field study and action, study areas, and Summer Institutes. Participants **must** earn a grade of Pass in every study area, every field study course and dissertation project, and both Summer Institutes in order to graduate.

Participants are evaluated on the basis of examinations, projects, and papers.

POLICY ON GRADES

After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (I), or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (I) will be assigned to work that partially meets the expectations of the Senior National Lecturer, but needs further evidence of performance. The grade of No Pass (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

Senior National Lecturers will assign grades no later than 60 days subsequent to examination dates.

If a participant receives a No Pass in a study area in which a final exam is required, he or she may be given the opportunity to take a make-up examination which will be constructed by the Senior National Lecturer and scheduled and administered by an examination monitor. Ordinarily, the first opportunity to schedule the make-up examination is approximately 3 months from the original examination date. (also see individual study areas assessment requirements)

If a participant receives a No Pass on the make-up examination, he or she must enroll in the study area for a second time. Arrangements for retaking the study area are made with the Program office, the local Site Administrator, and the Site Administrator at the site where the course will be taken. All travel costs are assumed by the participant. An additional tuition payment equaling one fourth of the regular tuition charged for the term will be

The University awards bachelor's, master's, educational specialist, doctoral, and first-professional degrees in fields ranging from education to business, counseling to computer and information sciences, medicine to law, and other fields.

Sheldon Etheridge
3rd Year Participant
Federal Programs Director
Berkeley County Schools
Moncks Corner
South Carolina

"As a participant in the National EdD Program for Educational Leaders, my enthusiasm as a professional educator gained new perspectives. The Program offered me a course of study that was relevant, participatory, and current. I was also offered a schedule that did not compromise professional and family responsibilities."

collected prior to the participant retaking the study area. In the event a No Pass is received on the examination after retaking the study area, the participant will be dismissed from the Program.

A participant may retake only two study areas; receiving a No Pass in a third study area on the first attempt results in dismissal from the Program.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than 3 months after receiving a grade of Incomplete (I). Failure to do so will result in the grade of Incomplete (I) becoming a No Pass (NP).

The grade of Progress (PR) will be assigned to acceptable products that comprise a final portfolio dissertation. (also see Grading System and No Pass procedures)

TIME REQUIREMENTS

During the first 3 years in the Program, a participant is considered a full-time student. Thereafter, a participant is considered a half-time student.

In order to maintain satisfactory academic progress a participant must show evidence of achievement in the study areas, field study and action, and Summer Institutes.

The Program is designed to be completed in 3 calendar years. Many participants however, require time during a fourth year to complete their work. Participants must complete the Program within a maximum of 5 calendar years from the cluster start date.

The 5-year time limit is an important difference between the National EdD Program for Educational Leaders and traditional graduate programs for school administrators. At NSU, participants are required to improve themselves on the job. This relationship of career and adult learning ensures that the tasks participants perform on the job are an integral part of their studies and highly relevant to earning the degree of Doctor of Education.

ATTENDANCE

Participants are **required to attend** all of the lectures in **all** study areas and meetings for examinations on dates established during the academic year. Absence from lectures may lead to dismissal from the Program. Should an absence be unavoidable, participants **must make up the session** at another cluster site.

Participants should notify the site administrator immediately if an absence is anticipated. The Site Administrator will provide information and explain procedures for making up a session at a different cluster site.

TARDINESS

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departures **must** be discussed with the Site Administrator, who will present the issue to the Program Dean.

TUITION AND FEES

TUITION

Tuition is \$7,980 for the 1997-1998 year. This tuition is payable in quarterly installments of \$1,995 with each registration, plus a \$20 registration fee. If a participant completes the Program in fewer than 3 years, the full 3 years of tuition is still required. As of July 1, 1997, tuition beyond the third year of the Program is \$1,200 per 3-month term.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

APPLICATION FEE

A one-time nonrefundable application fee of \$50 is required and **must** accompany the complete application.

MATERIALS FEE

There is a one-time, **nonrefundable** \$300 materials fee assessed when participants enter the Program. The fee includes materials distributed in lectures, study guides, supplemental readings, etc.

EDITING FEE

There is a one-time \$300 editing fee charged to participants upon submission of their final reports. The Program editor, in conjunction with the participants' committee chairs, will be responsible for reviewing the reports and returning the documents to participants for microfiche submission.

TEXTBOOKS

Participants will purchase required textbooks and appropriate books and learning resources. These expenses are not covered in the materials fee.

TRANSCRIPT FEES

The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$5 each, payable in advance. Requests for transcripts must be made in writing to the University Registrar.

GRADUATION FEES

A \$65 application for degree fee is required and must be paid prior to graduation. If a graduate participates in commencement exercises, there is an additional cap and gown fee.

SUMMER INSTITUTE COSTS

Attendance at two Summer Institutes is required for graduation. Participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

TUITION HOLD

A tuition hold is placed on Program services (e.g., advising, posting of grades, or releasing of transcripts) for participants whose tuition has not been paid. Registrations will be rejected, and participants will not be entitled to attend any lectures until their account is in good standing. Participants whose accounts are seriously in arrears will be dismissed from the Program.

REENTRY FEES

A request for reentry following withdrawal or as a result of being dismissed for nonpayment of tuition and fees **must be requested in writing**, for a review by the Academic Affairs Committee. A \$250 fee will be charged and the participant will be subject to the rules and regulations concerning reentry in effect at the time of reinstatement.

Participants who are dismissed from the Program for academic reasons may not reenter the Program at a later time. (see Grievances under Policies Governing Student Relations in this catalog and the National EdD Program for Educational Leaders *Participant Handbook* regarding grievance procedures)

Students, faculty and staff have access to University computing facilities from anywhere in the world and more than 500 desktop computers are in the Einstein Library's microcomputer lab for student use.

Joan Lagoulis, EdD
1996 Program Graduate
Magnet Programs
Coordinator
Palm Beach County
School District
West Palm Beach,
Florida

"Personally, the National EdD Program for Educational Leaders has given me the confidence to go forth and pursue my visions. Professionally, the Program has provided me with the leadership skills and knowledge necessary for making my visions a reality within my school district. I invested in this Program and doubled my returns. The rewards are endless."

CREDITS

Upon completion of the Program, each graduate will have earned the following credits:

Study Areas (eight 3-credit-hour study areas)

24 Credit Hours

EDL 8111	Curriculum Development	3 credit hours
EDL 8121	Evaluation	3 credit hours
EDL 8131	Finance	3 credit hours
EDL 8141	Management and Supervision	3 credit hours
EDL 8151	Research for School Improvement	3 credit hours
EDL 8171	Education Policy Systems	3 credit hours
EDL 8181	Appraising Leadership in Education	3 credit hours
EDL 8191	Human Resource Development	3 credit hours

Dissertation Credit and Awarding Periods

36 Credit Hours

EDL 9310	Field Study I	9 credit hours
EDL 9320	Field Study II	6 credit hours
EDL 9330	Dissertation I	6 credit hours
EDL 9340	Dissertation II	3 credit hours
EDL 9350	Dissertation III	12 credit hours

Summer Institutes (two 3-credit-hour institutes)

6 Credit Hours

EDL 8301	Summer Institute 1	3 credit hours
EDL 8302	Summer Institute 2	3 credit hours

A total of 66 hours are required for graduation.

REFUND POLICY

Participants are entitled to a full refund of tuition if the registration agreement is canceled by the participant within 10 days of signing the registration agreement or when payment is required and if these events are prior to the first class session. After the first class session, there will be no refund of the registration or application fees and a prorata refund of the tuition.

In addition, participants will receive a full refund of tuition payments and registration fees or application fees paid: 1. if they do not meet minimum admissions requirements; 2. for a canceled course, seminar, workshop, or a cluster that does not begin; 3. involuntary call to active military duty; 4. documented death of the participant or member of his or her immediate family (parent, spouse, child, sibling); 5. severe illness of the participant (as approved by the institution and confirmed in writing by a physician) that completion of the term is precluded; or 6. exceptional circumstances approved by the president or designee.

After the first day of instruction, participants who inform the Program Dean in writing of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or Summer Institute, a withdrawing participant will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40%). Thereafter, no refund is available. Refunds are calculated on the basis of formal lecture class time only and not on regional additional independent or group study.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, participants are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Participant attended one session (8 clock hours) of the three-session (24 clock hours) formal lecture class time, for which the charge was \$1,995.

Based on number of classes

$$3 - 1 = 2 \text{ classes not attended}$$

$$2 \div 3 = 67\% \text{ of the term not completed}$$

$$67\% \times \$1,995 = \$1,336 \text{ refunded}$$

Based on clock hours

$$24 - 8 = 16 \text{ hours not received}$$

$$16 \div 24 = 67\% \text{ clock hours not completed}$$

$$67\% \times \$1,995 = \$1,336 \text{ refunded}$$

Example #2: Participant attended two sessions of the three-session formal class lecture time, for which the charge was \$1,995.

Based on number of classes

$$3 - 2 = 1 \text{ class not attended}$$

$$1 \div 3 = 33\% \text{ of the term not completed}$$

$$33\% \times \$1,995 = \$658 \text{ refunded}$$

Based on clock hours

$$24 - 16 = 8 \text{ hours not received}$$

$$8 \div 24 = 33\% \text{ of the term not completed}$$

$$33\% \times \$1,995 = \$658 \text{ refunded}$$

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Nova Southeastern University initiated its first distance education programs in 1972 and was the first university in the United States to offer graduate programs in an on-line format (in 1985).

FINANCIAL AID

Anthony DeNapoli, EdD
1994 Program Graduate
Executive Director
Fischler Center
for the Advancement
of Education
Port Jefferson, New York

"The Program offered me a unique opportunity to study with many of the most respected and well known professors in the field of educational leadership and supervision. This national perspective equipped me with the knowledge and vision needed to turn theory into practice as we change the paradigm of teaching and learning, and create innovative schools and programs to meet the challenges of the 21st century."

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to participants who can benefit from further education but who cannot do so without such assistance. Participants interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

WHEN TO APPLY FOR FINANCIAL AID

It is recommended that participants apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that participants complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1997 for the 1997-1998 academic year. Applications received after that date will be considered on a funds-available basis only. Participants requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1997-1998 is June 30, 1998.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps participants access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file

information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

GENERAL ELIGIBILITY REQUIREMENTS

In order to participate in the financial aid programs, a participant generally **must**:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

If loans are not approved by the first day of class, participants must make payment from their own resources. They will then be reimbursed from the loan funds when the initial financial aid is received.

STUDY AREAS

GENERAL DESCRIPTION

The need for school leaders to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova Southeastern's National EdD Program for Educational Leaders. The study areas were chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology, school business or law or specific curricular areas will find that other graduate programs are more appropriate to their needs.

The study areas deemed necessary to the professional development of school administrators are Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Field Study, Finance, Human Resource Development, Management and Supervision, and Research for School Improvement. Each study area was conceived to present a perspective rooted in traditional disciplines and provide breadth and interdisciplinary understanding. Within the study areas, many related topics are explored. Among them are school law, teachers' and participants' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each study area is considered from local, state, and national points of view, and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

One of the most effective ways to address issues is by means of Instructional Learning Groups (a subgroup of local participants). Meeting outside of class time offers participants the opportunity to discuss themes, share ideas, and assist each other through the study area materials, as well as talk openly about the concepts and issues pertinent to their districts. Participants who regularly engage in subgroup activities have higher degrees of success in the Program; therefore, **participation is a Program requirement.**

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Program office, the Senior National Lecturer in each study area designs the program of study, selects and monitors the performances of associate National Lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long intensive seminars under the general direction of the Senior National Lecturer, who usually conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and subcluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Instructional activities are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the seminars include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value related questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Currently, approximately
30% of all students
enrolled at the University
are taking classes
through distance
education delivery
systems.

Ronald S. Kochman, EdD
1980 Program Graduate
Director, Legislative
Services and
Special Programs
Allegheny Intermediate
Unit
Pittsburgh, Pennsylvania

"The Program provides educational administrators with the opportunity to develop leadership skills by working with nationally known faculty, all experts in their study areas, while working on a practicum project to create positive change in the school setting."

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS
Senior National Lecturer

General Description. While every facet of the National EdD Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimensions. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; and the generation, by each participant, of an Agenda for Professional Growth.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions; a comprehensive collection of problems, exercises, situations, simulations, and the like, based on these dimensions; and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the national lecturers, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

National Lecturers: Bruce E. Bovard, Charles E. Danowski, Paulette A. Ebbs, Kathryn Hollywood, and Sybil Nadel.

CURRICULUM DEVELOPMENT

DALE L. BRUBAKER
Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of the teacher influence the curriculum. Peer coaching, cooperative learning, AIDS education, whole language acquisition, teacher empowerment, and other movements in the forefront of education are covered. Issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that underlying ideas take on functional utility. Finally, the interactions of the curriculum and the school's responsibility for socialization are analyzed. As cultural change becomes more pronounced and demographics alter long-standing societal patterns, traditional conceptions of good

education may alter. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the participant's study.

Instructional Methods and Materials.

Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with national lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

National Lecturers: Ceola Ross Barber, Larry D. Coble, Ted Hipple, and William Schubert.

EDUCATION POLICY SYSTEMS

FRANK W. LUTZ
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area

analyzes the aspects of education as a political phenomenon. It seeks to give participants analytical skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political and other social scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, and American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials.

National Lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet members of Congress, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on a two-part examination (1) an essay examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

More than 10,000 NSU
graduates have received
their degrees via distance
education formats.

National Lecturers: Ruth Danis, Laurence Iannaccone, Michael J. Murphy, and William L. Smith.

EVALUATION

DONNA SUNDRE
Senior National Lecturer

General Description. Evaluation is an essential tool of educational leaders and one of the cornerstones of the Educational Leaders Program. It is both a tool for self-evaluation (connecting to the personal reflection involved in the study area, Appraising Leadership in Education) and a tool for evaluating school improvement projects and interventions (and hence related to the Research for School Improvement study area, and integrally linked with the Field Study and Action experience). It takes leadership skills of critical thinking, problem formulation, information gathering, communication, and decision making and challenges participants to view them in a new light. This study area gives participants the knowledge and skills to think differently about their work and evaluation's role within it.

Evaluation, at its most essential level, involves judging the merit or worth of an educational program, project, or product. Evaluation may also involve judging the value of educational policy (and hence links to the Education Policy Systems study area) or of educational personnel (linking to the Human Resource Development study area), however these latter two topics are covered in other study areas. The focus of this study area is on program evaluation, many principles and procedures of which also apply to other evaluation contexts. Moreover, the emphasis is on the skills and knowledge needed to conduct responsible, useful, quality evaluation of educational programs at the local site level. The goal is to help develop participants as active collaborators in the evaluation process, as well as giving them the tools to judge the value of an evaluation itself. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this study area offers important leadership preparation.

The format of the study area is unique in its modular structure. Three content areas—Evaluation Methods and Procedures, Key Concepts of Evaluation, and Tools of Inquiry—are designed for effective presentation in any order. Methods and Procedures takes participants through the steps of the evaluation process, from evaluability assessment and other preparatory planning to selecting evaluation questions, and facilitating effective use of findings. Key Concepts gives participants a framework for analyzing the ingredients that define all evaluation and provide a framework for meta-evaluation. Tools of Inquiry provides a consumer perspective on the appropriate use of measurement and statistical procedures. A team of five national lecturers support delivery of the three sessions.

Instructional Methods and Materials.

The Study Guide is divided into four parts: Introduction to the Evaluation study area; Evaluation Methods and Procedures; Key Concepts in Evaluation; and Tools of Inquiry. The Introduction contains an overview of the study area, a discussion of philosophy and expectations, description of participant evaluation procedures, and an introduction to the national lecturers. Each of the three content units (Procedures, Concepts, Tools) contains copies of handouts and overhead transparencies used in the session, as well as preparatory exercises and follow-up review questions or activities. The study area builds on preparatory readings and exercises completed by participants prior to each session. There is a primary text for each of the three sessions, and application exercises accompanying each text are given either in the text itself or in the Study Guide. On-site instruction features a combination of lecture, large group discussion, and small group exercises. Participants will find many of the topics of this study area relate well to their portfolio dissertation, and the sessions encourage application of relevant material to the idea papers, preliminary investigations, or dissertation projects, depending on where participants are in their program of study.

John Delaney, EdD
1978 Program Graduate
Principal
Parker Middle School
Reading, Massachusetts
President
International
Confederation
of Principals

"I found the Program to be a tremendously enriching experience which directly related to my day-to-day duties and responsibilities. Over the years, the Program has served me well."

Evaluation Process. The Evaluation study area is unique in the methods and strategies used to provide participants with multiple opportunities over time to demonstrate their growing knowledge and understanding of the important components of evaluation. Participant preparation and entry level understanding are assessed through a series of warm-up exercises at the beginning of each of the three sessions. These exercises may contribute as much as 30% toward the final course grade. Mastery of study area content is assessed via a final examination that is keyed to the required readings and to the lecture portions of the three sessions. The examination is comprised of two sections. Part I provides a series of short answer items, and includes a number of the warm-up exercises experienced earlier. Part II emphasizes application of evaluation concepts, procedures, and tools to illustrative educational settings and problems. The final examination contributes 70%-80% to the final course grade decision. Participants will find the lectures, study materials, class activities, and experience in educational settings clearly represented on this examination.

National Lecturers: Jody L. Fitzpatrick, Karen E. Kirkhart, Michael Morris, and Dianna L. Newman.

FIELD STUDY

SHARON A. SANTILLI
Senior National Lecturer

General Description. The Field Study area is designed to support Program participants by providing opportunities for the development of skills and acquisition of knowledge necessary to the dissertation process. The dissertation requires participants to identify real problems within their work setting and to eventually devise strategies for their resolution. The skill and knowledge areas essential to the dissertation that are key components of Field Study include: critical thinking and writing, gathering and analyzing information, reviewing professional literature and research, problem identification and analysis, the culture of schools, organizational change, and action research.

Much of the time in the Field Study sessions is devoted to the analysis of participants' work settings and the identification of opportunities for the improvement of education. However, one of the most important goals of this study area is the development of thinking and writing skills.

Instructional Methods and Materials.

Prior to each of the three class sessions, participants complete a series of assignments designed to provide opportunities for practice in and application of the skill and knowledge areas mentioned in the above general description.

Several textbooks are used in the course that cover a range of topics, including educational innovation and change, applied educational and qualitative research, and *American Psychological Association (APA) Publication Manual* and a *Program Form and Style Guide*.

Evaluation Process. In an attempt to move toward a more "authentic" means of assessment, participants in the Field Study area are evaluated on the basis of a plan for a portfolio of work. There are five evaluation milestones in the first year of the Program. At each stage, written feedback is provided by the Field Study lecturer concerning the quality of participants' work. The accepted documents at four of the five milestones constitute the portfolio plan. The final document is a summative evaluation.

Each milestone is potentially a point at which intervention could take place for participants experiencing difficulty in writing or academic skills or both, completion of assignments, and Program progress.

National Lecturers: Lucille Beisner, Bruce E. Bovard, Paulette A. Ebbs, John Kellmayer, and Shirley R. Lal.

NSU has been fully
accredited by the
Commission on Colleges
of the Southern
Association of Colleges
and Schools (SACS) every
year since 1971.

FINANCE

RICHARD ROSSMILLER

Senior National Lecturer

General Description. This study area covers traditional school finance concerns, such as sources of revenue for schools, taxation, policy, and school finance distribution programs. It also focuses upon the processes within school districts for allocating and accounting for revenues and expenditures. In addition, the introduction of new forces into the school finance arena demands an approach that goes beyond traditional concerns. Thus, the design of the study area enables school administrators to understand state and federal governmental arrangements from which local schools draw resources and the interaction between state regulations and judicial decisions.

An effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the public and state and federal policy makers whom they would like to influence. Analytic tools and substantive information are drawn from economics, constitutional law, and accounting. An explanation of the historical role of states, localities, and federal government in providing and distributing revenues for schools is an additional essential element.

The study area analyzes, intensely, the school finance arrangements of particular states of special interest to participants. Discussions and readings are devoted to consideration of topics such as the relationship of school finance to overall public finance problems, equal protection suits in education, and the relationship between school finance and educational productivity. School finance reform proposals are also discussed. Among them are "full state assumption" and "district power equalizing."

Instructional Methods and Materials.

Textbooks on school finance and school business management are used. In addition, reports of national and regional commissions and studies of state finance systems are made

available through the cluster library. Together, these materials form a background for the presentations of the lecturers. The presentations of the lecturers are frequently augmented by a state or local consultant recruited by the cluster.

Evaluation Process. A competency examination given at the end of the 3-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate other ways of communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

National Lecturers: Terry G. Geske, David H. Monk, Margaret L. Plecki (Consultant), Lawrence O. Picus, and Deborah A. Verstegen.

HUMAN RESOURCE DEVELOPMENT

CYNTHIA NORRIS

Senior National Lecturer

General Description. The most vexing problem confronting those who seek to improve educators is one of information overload. School leaders often are inundated by advice from consultants, journals, and colleagues and swamped by district or state rules and regulations.

This study area suggests a strategy for dealing with this quandary. School leaders need a conceptual understanding of human resource development as it can be applied in educational settings. The study area emphasizes the importance for work performance of changes in individual adult development, family situations, and work requirements. School leaders need a set of proven but practical tools for improving educators, most particularly teachers. Seminars and readings stress methods of working with teachers to improve classroom performance. School leaders need an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

Joan Lukowiak, EdD
1987 Program Graduate
Superintendent
East Hanover Township
Public Schools
East Hanover
New Jersey

"The structure of the Program afforded me the opportunity to put 'theory into practice' by turning actual professional situations into an extension of the classroom. By addressing real experiences, I became aware of my own skills and abilities and identified those areas where I wanted to develop more professionally."

The understanding created in these three areas helps school leaders sort out advice from diverse sources and suggests how current district or state educational reforms may provide school leaders with occasions for improvement. Mandated changes such as entry-year teacher committees, frequent and detailed teacher evaluations, and required in service training become targets of opportunity for school leaders.

Instructional Methods and Materials.

The Study Guide, readings, and presentations focus on understanding current views of human resource development, teacher improvement, and legal cases that bear on improving educational personnel. Participants will read materials critically and will discuss these with national lecturers as they pertain to their schools or school districts.

Evaluation Process. Participants are required to write a paper. The paper may use materials presented either to critique an existing human resource development plan in a school district or school or to create a human resource development plan for a school district or school. The paper should focus on the improvement of educators.

National Lecturers: Patricia Burns and John Goonen.

MANAGEMENT AND SUPERVISION

ULYSSES VAN SPIVA
Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the national lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do

discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They examine intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and current trends and issues in educational administration.

Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are addressed, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are also discussed under this heading. The national lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches.

Instructional Methods and Materials.

The national lecturers have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning systems, citizens' counsels, change processes, and organization and administrative theory.

Evaluation Process. Participants are required to demonstrate the ability to analyze actual management and supervisory issues. One or more analytic papers will be required.

National Lecturers: M. Donald Thomas and William Wolf, Jr.

NSU's rural medical program was cited in a Congressional study as among the ten best in the nation.

Mai-Lon Wong, EdD
1996 Program Graduate
Elementary School
Assistant Principal
Scottsdale, Arizona

"NSU takes you beyond being a consumer of information to a creator of knowledge. This Program is not for the passive, but the active mind, willing to go beyond the textbook to the application to real situations. The innovative Educational Leaders Program style provided me with 21st century skills while working in today's world."

RESEARCH FOR SCHOOL IMPROVEMENT

EMIL J. HALLER
Senior National Lecturer

General Description. The relationships between the practice of educational administration and research on educational administration are the focus of this study area. In particular, we will be concerned with the common observation that research has little to do with practice. Is that true? If it is, why is that the case, and what—if anything—should be done about it?

Such questions will stand at the center of your work in this study area. Skillful administration entails an understanding of the institution of educational research; it requires an ability to recognize when existing research might help solve a practical problem; and it involves a talent for finding relevant studies and judging their worth. In short, sophisticated administration demands that you be an intelligent consumer of educational research.

Knowing how to intelligently use research is a skill that will be serviceable to you throughout your career as a practitioner. It can help you to create better schools, which, after all, is your job. More immediately, the skills that you develop in this study area have direct application to your dissertation. In fact, our assignments were designed with that in mind.

Instructional Methods and Materials.

During class sessions you will read certain landmark studies in educational administration—studies that have had a major impact on the ways that we think about practice. In addition, you will read selected, current studies and learn to critically evaluate their worth and applicability. Finally, you will read a textbook concerning the application of research to educational problems.

Evaluation Process. Evaluation in this study area has three components. Before each session you will need to prepare written assignments concerned with the work in that particular session. In addition, you will take a final written examination consisting of two parts. In the first, you will complete an objectively scored examination designed to measure your understanding of the major concepts we cover. In the second, you will have an opportunity to demonstrate that you can apply these concepts to a real case: You will read an actual piece of educational research selected from a recent issue of a professional journal and prepare a written critique of the article.

National Lecturers: Paul Kleine, George Letchworth, and James McNamara.

FIELD STUDY AND ACTION

GENERAL DESCRIPTION

Parallel with the study areas and extending through the entire program, participants engage in a variety of research and field study activities and develop dissertation projects. During the first year, a rigorous review of the participant's work is conducted by the Field Study faculty to determine the participant's research skills, conceptualization abilities, and writing competencies. In some cases, if there is a need for assistance, supportive intervention is suggested to ensure the participant's successful completion of the Program.

THE DISSERTATION

The dissertation consists of a series of study, assessment, and action projects assignments and designed to produce appreciable improvements in a school or work site, as well as a plan for the individual's leadership growth. The dissertation work is conducted in a specific educational site where participants explore educational issues and identify problems and solution strategies that directly relate to target groups within their areas of professional responsibility. The dissertation includes a focus on developing leadership skills of participants through reflecting, planning, implementing, evaluating, and reporting.

THE DISSERTATION PROCESS

As an outgrowth of the Field Study course each participant writes a paper that expresses initial ideas about his or her dissertation. After the paper is approved by the Field Study lecturer, a dissertation committee uses the paper as a starting point to help the participant design a comprehensive and coherent dissertation. Preliminary investigations by the participant assess several aspects of the school's culture and operating procedures using appropriate tools of inquiry and analysis. Following these investigations, participants develop a proposal for the subsequent parts of the dissertation.

Participants apply learning and skills from the preliminary investigations as they execute components of the dissertation. Participants first expand their previous work to create a proposal, guided by a dissertation committee. During the dissertation implementation, the committee and participant regularly discuss project progress, midcourse corrections are made when needed, and various forms of communicating results are continued. At the conclusion of the dissertation process, components are revised, integrated, and submitted to the committee for final approval.

Dissertation components are disseminated through a variety of channels appropriate to their content. Participants are encouraged and supported in their efforts to prepare their documents for conference presentations and as papers submitted to state regional, organizational, and national research journals and other publications.

SUMMER INSTITUTE

GENERAL DESCRIPTION

The purpose of the final element in the instructional Program, the Summer Institute, is to provide national and international perspectives for participants—one of the major goals of the Program.

Summer Institutes are held each summer (usually in July) for all participants in the Program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are invited, not just to lecture formally, but also for individual discussions with participants. Participants meet formally and informally, in small and large groups, to share ideas that are shaping education and society.

In 1993, the College of Career Development was one of three Colleges in the nation recognized by the College Board for "excellence in the assessment and recognition of learning to motivate students in their pursuit of higher education."

Arnando R. Rodriguez, EdD
1996 Program Graduate
Assistant Principal
Belen Jesuit Preparatory
School
Miami, Florida

*"The courses are offered by
renown educators who
exposed me to national and
international research in
education. This worldwide
approach of the Program to
different cultural groups gave
me a new dimension as an
administrator for the
multicultural community of
South Florida."*

Interaction of participants and achievement of a national perspective are fostered through the mechanism of institute clusters—a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. Institute clusters foster collegial relationships among participants across the boundaries of their local clusters. To earn credit for the Summer Institute, participants must successfully complete a credit awarding activity.

SUMMER INSTITUTE THEMES

The themes and activities of the Institutes change from year to year, but procedures for maximum participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of international clusters or task groups. Their achievements are celebrated; their ideas are solicited; and their feedback is honored. There is no experience in graduate education quite like the Summer Institutes. Previous Summer Institute themes have been:

1997 Summer Institute, Fort Lauderdale, Florida

THEME: School and Community: Roots for Democracy

1996 Summer Institute, Uppsala, Sweden

THEME: Global Perspectives on School Leadership: A Platform for the Future

1995 Summer Institute, Washington DC

THEME: Technology and Change in Education

MONITORING SUMMER INSTITUTE REQUIREMENTS

Participants complete a credit awarding activity following their attendance at the Summer Institute. This requirement takes various forms, but is intended to help participants translate their Institute experiences to the challenges they face in their individual school systems. As with all other Program experiences, participants are expected to improve their own settings as a result of their involvement in the Program.

Each participant **must** attend two Summer Institutes during the Program. Attendance at all sessions and residence at the Summer Institute hotel are required. Participants are responsible for travel and living expenses. Summer Institutes will be held in Fort Lauderdale, Florida in 1998 and 1999.

THE DONALD P. MITCHELL LECTURE

The Donald P. Mitchell Lecture honors the lifelong mission and accomplishments of the founding director of the National EdD Program for Educational Leaders. Delivered annually at the Program's Summer Institute, the lecture reflects the persistent theme of Donald P. Mitchell's work as an educator: fostering school improvement by broadening the perspectives of practicing school administrators; and by enhancing their capacity and readiness to exercise courageous leadership. Each year, focusing on the notion of school administrators as gatekeepers of educational change in a global society, a distinguished leader will be invited to speak about critical societal issues and their relevance to the quality and character of life nationally and worldwide. The 1997 Mitchell Lecture was delivered by Mario Cuomo, former Governor of New York.

WITHDRAWAL AND REENTRY

The National EdD Program for Educational Leaders is designed as a continuous enrollment Program. At times, however, personal and professional commitments and responsibilities prevent a participant from devoting sufficient time and attention to academic endeavors. At this point withdrawing from the Program for at least three months should be considered. It allows time to focus on external issues which could jeopardize academic standing. Once the issues are resolved, one could return to the Program and continue academic pursuits. When these circumstances arise, withdrawal and reentry procedures must be followed:

1. The participant **must** contact, in writing, the Program Dean to request withdrawal.
2. The participant **must** file a **Withdrawal Information Form** available from the Academic Affairs Committee.
3. The period of withdrawal **must** be at least 3 months and may not exceed 12 months.
4. Upon approval of a period of withdrawal, Program services are **no longer available**. (dissertation implementation time will not be counted during a period of withdrawal.)
5. To reenter the Program, the participant **must** (a) submit a request in writing to the Program Dean; (b) pay a \$250 reentry fee; and (c) abide by the conditions defined in one's reentry contract developed by the Academic Affairs Committee.
6. The Program's Academic Affairs Committee will act on the participant's request for reentry.

If a participant remains on withdrawal status for more than 1 year, reentry is considered on a case-by-case basis. If a participant remains on withdrawal status for 2 years, he or she must begin the Program anew.

MONITORING PROGRAM PROGRESS

The first occurs at the conclusion of 9 months when all work required for Field Study is expected to be completed. Persons who have not successfully completed all Field Study assignments at the end of 12 months are subject to dismissal.

After 21 months in the Program, all participants' work is again reviewed. If the quality of work produced leads to the conclusion that the participant is unlikely to complete the Program, he or she will be subject to dismissal. Participants dismissed at the end of 24 months may appeal for reinstatement.

At the 33rd month in the Program, participants are expected to be on schedule with study areas, to have completed a dissertation proposal, and to have received credit for at least one Summer Institute. Participants dismissed at the end of 36 months may appeal for reinstatement.

At the conclusion of 48 months in the Program, a fourth review is conducted. Participants so deficient in meeting Program requirements that they may not be reasonably expected to complete all components of the Program within 6 months are dismissed.

NSU's reputation for flexibility, innovation, and technological delivery extends to the contract training program which can develop customized programs for groups with special needs.

DISMISSAL

The Program reserves the right to dismiss participants at any time if it becomes obvious that they are unable to satisfy the Program's academic requirements, if they consistently have problems meeting Program time lines, or if their academic behavior is reprehensible (e.g., cheating, plagiarizing, misrepresenting oneself).

Michael Rush, EdD
1992 Program Graduate
Superintendent
Red Bank School District
Red Bank, New Jersey

"The first study area 'Appraising Leadership in Education' forced me to evaluate my strengths and weaknesses as a school administrator. The remaining study areas and portfolio dissertation helped me to grow both personally and professionally."

GRADUATE ACTIVITY

CAREER RESOURCES

The Career Resource Center offers a variety of services to Nova Southeastern graduates. Graduates may establish a credentials file for a start-up fee of \$25.00 (includes four mailings to prospective employers; \$8.00 per mailing thereafter). Services include resume writing, interviewing techniques, and information on part-time and full-time employment. More information can be obtained by calling the Career Resource Center at (954) 262-7504 or 800-986-3223, Ext. 7504.

NSU ALUMNI ASSOCIATION INTERNATIONAL

Nova Southeastern University has an active Alumni Association that is a division of the Office of Development. The association is organized on three levels—local, state, and national—that work in concert to provide special programs and other services to promote the professional and intellectual growth of graduates and maintain communications between graduates and the University. Additional information can be obtained from the Office of Alumni Relations, (954) 262-2118.

PROGRAM GRADUATE ACTIVITIES

In addition to the many services offered to Program graduates from the NSU Alumni Association International, the Educational Leaders Program has a graduate coordinator who works closely with the Alumni Office staff to ensure that our graduates stay professionally connected with their colleagues and professors upon completion of the Program. In order to facilitate this communication, a World Wide Web homepage (<http://www.fcae.nova.edu/edl>) is accessible via the Internet to keep graduates informed of professional development opportunities and continued networking with colleagues. Additionally, graduates can stay abreast of posted job vacancies in educational leadership. They may use the bulletin board feature to communicate with colleagues about problems and issues confronting educational leaders around the globe. A database of portfolio dissertations titles and areas of expertise of graduates is also available.

All graduates receive the *Feedback Loop* newsletter which keeps them apprised of past, current, and future happenings in the Educational Leaders Program. They may elect to participate in the annual Summer Institute, as well as other professional development workshops and seminars offered throughout the year.

Additional information may be obtained from the Program Graduate Coordinator, Anthony J. DeNapoli, by e-mail at denapoli@fcae.nova.edu

NATIONAL EdD PROGRAM FOR EDUCATIONAL LEADERS

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**Nova Southeastern
University ranks in the
upper 2% with respect to
the largest total
enrollment of private
institutions nationally.**

Donald D. Gainey, EdD
1991 Program Graduate
High School Principal
Milford, Massachusetts

"NSU's National EdD
Program for Educational
Leaders has broadened
my professional
knowledge and skills,
allowed me to develop a
national cadre of
colleagues, and has
opened the door to
professional
opportunities. It is a
Program with
professional integrity that
works for the practicing
administrator."

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IN REMEMBRANCE

The National EdD Program for Educational Leaders has lost the services of some key people through their deaths. Fifteen who provided leadership to the Program and contributed to the intellectual growth of many participants warrant continuing recognition.

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FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

LEARNING RESOURCES

Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities, business, education and sciences. More than 35 specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University Libraries' online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks to that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library, by phone call 800-541-6682, Ext. 4602 or (954) 262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: <http://www.nova.edu/library>

The Health Professions Division Library is located on the Main Campus. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership

in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

Information Technology

The Office of Information Technology and Media Services (OIT) provides the University community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- User Services
- Educational Technology
- Media Services

Systems and Computing Services supports the Administrative and Academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing services develops and maintains custom computer applications to meet the information needs of the University.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. User Services provides the hardware and software resources in a Microcomputer Lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the Main Campus and East Campus, including the Leo Goodwin Residence Hall. The Collaboration and Decision Support Lab has been established at the East Campus. The User Services facilities are available to all currently enrolled NSU students. An Open Lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and Open Lab. Available computer systems include MS-DOS, Windows, OS/2, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, touch screens, and laser disc players are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the University's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology Services is responsible for the Internet and World Wide Web (WWW) resources throughout the University. Custom programming and WWW development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully-equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication

Student Access to Telecommunications

Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including; practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account form, which is available from their program office or located in the Application and Admission Packet section in the back of this catalog. After the form is processed by the user's program, the Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the NSU general communications Helpdesk at 800-541-6682, Ext. 4357 or (954) 262-4357. Your call will be transferred to the Helpdesk and handled by the staff member on duty. E-mail: help@nsu.nova.edu
<http://www.nova.edu/help>

*Limited Macintosh Support is available from NSU.

**Modems as slow as 2400 baud may be used.

Textbooks

The bookstore (Nova Books) is located on the Main Campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone: (954) 262-4750, 800-509-2665, or fax (954) 262-4759.

E-mail: novabook@nsu.nova.edu

POLICIES GOVERNING STUDENT RELATIONS

General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

NSU and its composite academic units periodically publish bulletins or catalogs describing the University and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

Notice of Nondiscrimination

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the National EdD Program for Educational Leaders *Participant Handbook*. A student with a grievance against any policy or procedure should follow the grievance procedures as outlined.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, Ext. 7241.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the University provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All University published and financed student publications shall explicitly state

on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential

through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all

official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly

and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are

expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to:

- a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others;
 - j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
 - k. Failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the National EdD Program for Educational Leader's *Participant Handbook*.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *Participant Handbook*.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) dates of attendance, (c) degree and awards received. Requests for such information must be submitted in writing

to the University. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.



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BA State University of New York at Stony Brook
MA University of Miami
EdD Nova Southeastern University

KRISTY S.E. WEISSLING
Internship Supervisor/Clinical Supervisor
BS University of Nebraska-Lincoln
MS University of Nebraska-Lincoln

CAROLE ZANGARI
Coordinator of Research and Program Professor
BA University of Pittsburgh
MEd Trenton State College
PhD Purdue University

BARBARA ZUCKER
Clinical Supervisor
BS Miami University
MA Kent State University

MASTER'S PROGRAM IN LIFE SPAN CARE AND ADMINISTRATION

JUDITH BARTMANN
Program Professor and Practicum Advisor, Elder
Care Administration
BS Colorado State University
MA University of Northern Colorado
PhD University of Northern Colorado

ADELA BECKERMAN
Program Professor and Director of Practicums
BS State University of New York at Stony Brook
MSW State University of New York
at Stony Brook
PhD State University of New York at Albany

RALPH HOGGES

Program Professor and Associate Director
BS Tuskegee University
MEd Tuskegee University
EdD Nova Southeastern University

KATE HOWZE

Program Professor and Practicum Advisor,
Early Childhood Education Administration
BS The Ohio State University
MS Nova Southeastern University
EdD Nova Southeastern University

NORMAN W. POWELL, JR

Program Dean
BA The American University
MEd The American University
EdD The American University

VICKY ZAETLER

Coordinator of Administrative Operations

NATIONAL EDD PROGRAM FOR EDUCATIONAL LEADERS

KATHIE BLITZ

Coordinator of Computer Support
BA Shippensburg University

NEDRA BORDERS

Coordinator of Program Marketing
BS Nova Southeastern University

PHILIP H. DeTURK

Program Professor
BA Dartmouth College
MA Columbia Teachers College
EdD University of Massachusetts

CHARLES L. FAIRES

Program Dean
BS Northern Arizona University
MS University of Georgia
PhD Kent State University

KATHRYN G. HOLLYWOOD

Program Professor
BA St. John's University
MA St. John's University
MA St. John's University
PD Fordham University
PhD Fordham University

MOISETTE HORNBROOK

Coordinator of Administrative Operations

SUZANNE PADGETT

Coordinator of Instructional Materials

SHARON SANTILLI

Program Professor
BS University of Massachusetts
MEd University of Massachusetts
EdD University of Massachusetts

EDNA SUAREZ-COLUMBA

Program Professor
BS Oswego State University
MPHE University of Puerto Rico
EdD Nova Southeastern University

DANIEL W. SULLIVAN

Program Professor
BA University of Florida
MEd Nova Southeastern University
EdD Nova Southeastern University

PETER H. WAGSCHAL

Program Professor
BA Harvard University
MA Stanford University
EdD University of Massachusetts

PROGRAMS IN EDUCATION AND TECHNOLOGY

HECTOR BARAJAS

Coordinator of Curriculum Development
AGS Central Texas College

CLEVELAND O. CLARKE

Program Professor
BS Pennsylvania State University
MEd Boston University
EdD Boston University

PHILIP DUCHASTEL

Program Professor
BA University of Montreal
MSc Florida State University
PhD Florida State University

SUE FASSANELLA

Coordinator of Administrative Operations

VERA FLIGHT

Director of Student Development and Admissions
BS Eastern Connecticut State University
MS Nova Southeastern University

ROBERT K. GREENE

Practicum Associate
Managing Editor,
The Child and Youth Care Leader
BA Florida Atlantic University

JAIME LOPEZ

Technology Support Specialist, *The Online
Chronicle of Distance Education*
BS Nova Southeastern University

MARYELLEN MAHER

Associate Director
BA Jersey City State College
MEd University of Florida
PhD University of Florida

ABBEY MANBURG
Program Dean
AB Temple University
MS City College of New York
EdD Nova Southeastern University

JOAN M MIGNEREY
Program Professor
BS Defiance College
MS Bowling Green State University
PhD Michigan State University

GINA PEYTON
Acting Coordinator of Curriculum Development
BS Nova Southeastern University

MARY ELLEN SAPP
Director of Practicums
BEd University of Miami
MEd Florida Atlantic University
PhD The Ohio State University

KENNETH TEWEL
Program Professor
BA Queens College
PhD Union Institute

NOREEN WEBBER
Program Professor
AB Emmanuel College
MEd Boston State College
MSW Boston College of Social Work
PhD Nova Southeastern University

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*Vice President for Administration
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Chancellor, Health Professions Division

NOVA SOUTHEASTERN UNIVERSITY

DEGREE OFFERINGS

Doctoral and Professional Degrees

Doctor of Audiology (AuD)

Doctor of Business Administration (DBA) in:

- Accounting
- Business Administration
- Finance
- Health Services
- Human Resource Management
- International Management
- Information Technology Management
- Marketing

Doctor of Education (EdD) in:

- Adult Education
- Child and Youth Studies
- Computer and Information Technology
- Computing Technology in Education
- Educational Leadership
- Health Care Education
- Higher Education
- Instructional Technology and Distance Education
- Vocational, Technical, Occupational Education

Doctor of International Business Administration (DIBA) in:

- International Business Administration

Doctor of Medical Dentistry (DMD, Fall 1997)

Doctor of Occupational Therapy (DOT)

Doctor of Optometry (OD)

Doctor of Osteopathy (DO)

Doctor of Pharmacy (PharmD)

Doctor of Philosophy (PhD) in:

- Clinical Psychology
- Computer Information Systems
- Computer Science
- Computing Technology in Education
- Dispute Resolution
- Family Therapy
- Information Science
- Information Systems
- Oceanography

Doctor of Physical Therapy (DScPT)

Doctor of Psychology (PsyD) in:

- Clinical Psychology

Doctor of Public Administration (DPA) in:

- Public Administration

Doctor of Speech-Language Pathology (SLPD)

Juris Doctor (JD) in:

- Law

Specialist Degrees

Educational Specialist (EdS) in:

- Education

Master's Degrees

Master of Accounting (MAcc)

Master of Biomedical Sciences (MBS)

Master of Business Administration (MBA)

Master of International Business Administration (MIBA)

Master of Occupational Therapy (MOT)

Master of Physical Therapy (MPT)

Master of Public Administration (MPA)

Master of Science (MS) in:

- Applied Addiction Studies
- Child and Youth Care Administration
- Coastal Zone Management
- Computer Information Systems
- Computer Science
- Computing Technology in Education
- Dispute Resolution
- Early Childhood Education Administration
- Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Health Services Administration
- Human Resource Management
- Instructional Technology and Distance Education
- Management Information Systems
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology

Master of Medical Education (MSc)

Bachelor's Degrees

Bachelor of Arts (BA) in:

- Liberal Arts

Bachelor of Science (BS) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Computer Information Systems
- Computer Science
- Early Childhood Education
- Elementary Education
- Exceptional Education
- General Studies
- Hospitality Management
- Legal Assistant Studies
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Ocean Studies
- Physician Assistant
- Professional Management
- Psychology
- Science and the Business Environment
- Science and the Law
- Secondary Education
- Sports and Wellness
- Vision Sciences

PROVISIONS

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and non-academic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of disability, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7255.

APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the National EdD Program for Educational Leaders. Included here are:

- **A graduate admissions application form.**
- **Three letter of recommendation forms.**
- **Three transcript request forms.**
- **UNIX account request form.**

FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
National EdD Program for Educational Leaders
1750 NE 167th Street
North Miami Beach, Florida 33162
(954) 262-8581
800-986-3223, Ext. 8581 (United States and Canada)
Fax (954) 262-3906

OFFICE USE ONLY

CLUSTER ELD _____
Major Code- 801
Degree Objective- EDL
S-PR
AC-GST
AA-X
AT-GRM
First Semester _____

APPLICATION

National EdD Program for Educational Leaders

To the applicant: We welcome your application to this unique program. We have tried to design our application procedure in such a manner that you will learn more about the program and its goals while you provide necessary information about yourself. If at any point you are uncertain about the goals of the program or about the application process, you are encouraged to write or phone the program office, 800-986-3223, Ext. 8581.

To complete the application process, please:

1. Complete, sign, and mail this **application** (four pages) to the address below.
2. Include, with the application, a **check for \$50** (nonrefundable application fee in U.S. funds) made out to Nova Southeastern University.
3. Provide a copy of your **state administrative certificate** (photocopy acceptable).
4. **Transcripts** of all previous academic work are required and should be mailed directly to Admissions, FCAE, National EdD Program for Educational Leaders. An official copy of your master's degree transcript should be submitted immediately to begin the admissions process.
5. Complete, sign, and give the **three recommendation forms** to your colleagues (see instructions in this application for recommendation process).

Residents of South Carolina and Georgia must adhere to additional admission requirements. See the state supplement in the front of the catalog. All documents **must** be originals with original signatures unless otherwise noted.

All materials related to your application should be sent to:

Admissions, FCAE, National EdD Program for Educational Leaders
Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162

Cluster Location Preferred: _____ Preferred Start Date: _____

Soc. Sec. No.: _____ - _____ - _____ Gender: () M () F Date of Birth: _____ - _____ - _____
Month Day Year

Legal Name: Last First Middle Initial Maiden Name (if applicable)

Legal/Permanent Address (line 1) Street Apt. No.

Legal/Permanent Address (line 2)

City State ZIP Code

Home Phone: () _____ Business Phone: () _____

Fax: () _____ E-mail address: _____

Emergency Contact:

Name Relationship

Address () Home Phone () Business Phone

Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of the master's degree transcript should be submitted immediately to:

Admissions, FCAE, National EdD Program for Educational Leaders
Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162

Name of College	State	Start Date Mo/Yr	End Date Mo/Yr	Major Field/Area	Type of Degree	Conferred Date Mo/Day/Yr
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /

FINANCIAL AID:

Do you plan to file for financial aid? ____ Yes ____ No

Have you applied for financial aid? ____ Yes ____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? ____ Yes ____ No

If yes, when was the FAFSA sent to Iowa? _____
Date

CITIZENSHIP STATUS:

____ U.S. citizen
____ Nonresident alien
____ Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? ____ Yes ____ No
If you have a visa, indicate status code: _____
Country of citizenship: _____
Native language: _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office at Nova Southeastern University, (954) 262-7240.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

____ White (not of Hispanic origin) ____ Asian or Pacific Islander
____ Black (not of Hispanic origin) ____ American Indian or Native Alaskan
____ Hispanic origin ____ Other

STATUS:

First Time Applying to Nova Southeastern University? ____ Yes ____ No

If No, Previous Program: _____ Dates of Attendance: _____

How did you first hear about this degree program? Please be specific:

____ received brochure by mail ____ read ad in publication _____
____ from a graduate student or other person Name
____ visited NSU booth at conference _____ other (explain) _____
Name

EMPLOYMENT INFORMATION:
General Information

Employer: _____

Name of School: _____

School Address: _____

(City)

(State)

(ZIP Code)

Please check one:

Elementary: _____

Middle: _____

High School: _____

Other: _____

Special School (describe): _____

Grade Levels in School: _____

Applicant's Position and/or Title: _____

Number of Subordinates: _____ Budget for Which You Are Responsible: \$ _____

Immediate Supervisor: _____ (_____) _____
Name Title Phone

Enrollment of Your School: _____ School System: _____

Most Recent Professional Positions and Dates:

_____ (19____ - present)

_____ (19____ - 19____)

_____ (19____ - 19____)

Job Description

The National EdD Program for Educational Leaders is designed for educators in administrative positions. If your title clearly denotes an administrative position (e.g., building principal, assistant superintendent), you need not submit a job description. If there is any doubt whether your position would be classified primarily as an administrative one, you must submit an **official** school district or system job description (signed by the Assistant Superintendent or Superintendent who supervises the area for which you are responsible) outlining your administrative responsibilities (in detail), including the percentage of time spent in your administrative role. (For job description guidelines, phone Site Administrator.)

LETTERS OF RECOMMENDATION:

Identify the three persons you have asked to write letters of recommendation on your behalf (see forms). At least one of the three individuals should be your immediate supervisor or someone to whom you report.

1. _____ (_____) _____
Name Title Phone

2. _____ (_____) _____
Name Title Phone

3. _____ (_____) _____
Name Title Phone

PERSONAL EXPECTATIONS:

Administrators seek to earn a doctoral degree for many reasons, some noble, some practical. What social and personal gain do you foresee as a result of completing your doctoral studies?

Collectively, the Program's study areas are designed to provide substantive knowledge, enriched perspectives, and leadership skills. Please indicate in a few sentences what you hope to gain from any one (specify which) of the study areas.

Program practicums are actions undertaken to improve an education "system" —efforts at systematic problem solving. Please list three or four problems, from your work setting, in which you might wish to intervene as part of your practicum experience.

ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS:

I understand that the requirements for the Program include passing each of the study areas, successfully completing two practicum experiences, and attending (for credit) two Summer Institutes. I understand that the execution of the practicums in the context of the Program will require my conceiving and implementing two systematic action plans to improve an educational "system" or "subsystem" in my work setting.

I understand that all Program admission requirements must be met and that I must be approved for admission prior to registration at the second scheduled cluster session.

I declare that the above information is complete and accurate, to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University and the National EdD Program for Educational Leaders outlined in the Program catalog.

Release Statement

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

Signature: _____ Date: _____



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FOR THE ADVANCEMENT OF EDUCATION
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North Miami Beach, Florida 33162
(954) 262-8581
800-986-3223, Ext. 8581 (United States and Canada)
Fax (954) 262-3906

LETTER OF RECOMMENDATION

National EdD Program for Educational Leaders

THIS FORM MUST BE SIGNED BY BOTH THE APPLICANT AND THE PERSON MAKING THE RECOMMENDATION.

Name of Applicant: _____

Address of Applicant: _____

Street

City

State

ZIP Code

The person named above is seeking admission to the EdD Program designed exclusively for school administrators. In preparing your recommendation please verify, if appropriate, the present administrative position of the applicant. Also, address the leadership potential of the applicant and, to the best of your ability, the likelihood of the applicant's succeeding in a program requiring a considerable amount of independent study and serious academic work. Do not complete the recommendation if the waiver below has not been signed by the applicant. If you write a separate letter, you must complete the information on this form and attach the letter. Do not return this form to the applicant. **Please mail the statement directly to Admissions, FCAE/National EdD Program for Educational Leaders, Nova Southeastern University, 1750 NE 167th Miami Beach, Florida 33162**
Use the reverse side of this form if you need additional space. Thank you.

Applicant to Complete:

Information Waiver to be completed by applicant before giving it to source of reference. Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO _____, I DO NOT _____ waive the right to inspect and review this completed recommendation.

Applicant's Social Security Number

Applicant's Signature

Please provide a written assessment of the applicant.

The person writing the recommendation letter must complete the following section:

Signature _____

Date _____

Name _____

Position _____

Address _____

Telephone _____

Street

City

State

ZIP Code

Please make a photocopy of this letter for your records.



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Signature _____

Date _____

Name _____

Position _____

Address _____

Telephone _____

Street

City

State

ZIP Code

Please make a photocopy of this letter for your records.



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TRANSCRIPT REQUEST FORM

National EdD Program for Educational Leaders

To Be Completed By Student

To request that a transcript be sent from your former college or university to Nova Southeastern University, fill in the blanks in this section and the transcript transmittal form below.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of the academic work I completed while attending your institution. The transcript transmittal form below should accompany the transcript.

A. I attended your college or university from _____ to _____

B. While in attendance, my name on your records was

Last

First

Middle/Maiden

C. My student identification number was _____

Thank you for your assistance.

Sincerely,

Signature

Note: Transcript must show degree and conferral date.

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____
Last First Middle/Maiden

Address _____
Street and Number

City

State

ZIP

Social Security No. _____ / _____ / _____ Date _____

PLEASE SEND COPY TO: FCAE/National EdD Program for Educational Leaders
Nova Southeastern University
Admissions
1750 NE 167th Street
North Miami Beach, Florida 33162

FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
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First

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Signature

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Name _____

Last First Middle/Maiden

Address _____

Street and Number

City

State

ZIP

Social Security No. _____ / _____ / _____ Date _____

PLEASE SEND COPY TO: FCAE/National EdD Program for Educational Leaders
Nova Southeastern University
Admissions
1750 NE 167th Street
North Miami Beach, Florida 33162

FCAE UNIX ACCOUNT APPLICATION FORM

You must have access to a computer and a modem before requesting a Unix Account. You must fill in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent Quick Start sheets to assist with configuring your computer's telecommunications software and the Introduction to Distance Library Services at NSU. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program to which you are applying, and may take up to 10 working days from receipt by FCAE Network Services to be processed. **This form will not be processed unless signed on the reverse side.**

PLEASE PRINT OR TYPE CLEARLY

Social Security Number

	-		-	
--	---	--	---	--

Last Name

[illegible]

First Name

[illegible]M.I.[illegible][illegible][illegible]

City

[illegible]

State

--	--

Zip

					-				
--	--	--	--	--	---	--	--	--	--

Home Phone

$$\left(\begin{array}{|c|c|c|} \hline & & \\ \hline \end{array} \right) - \begin{array}{|c|c|c|c|c|c|} \hline & & & & & & \\ \hline \end{array}$$

Business Phone

$$\left(\begin{array}{|c|c|c|} \hline & & \\ \hline \end{array} \right) - \begin{array}{|c|c|c|c|c|c|} \hline & & & & & & \\ \hline \end{array}$$

Fax

$$\left(\begin{array}{|c|c|c|} \hline & & \\ \hline \end{array} \right) - \begin{array}{|c|c|c|c|c|c|} \hline & & & & & & \\ \hline \end{array}$$

EDL GTEP LSCA PET PHE CSD FCAE

[illegible]

FCAE Status : ☐ Student ☐ Staff ☐ Faculty

Do you own a telecommunication program: ☐ Yes.

Operating System : ☐ DOS ☐ Windows 3.1 ☐ Windows 95 ☐ NT Workstation ☐ Macintosh

☐ No.

PLEASE CONTINUE ON REVERSE SIDE

(SIGNATURE REQUIRED ON REVERSE SIDE)

FOR PROGRAM USE ONLY

Please provide this applicant with a UNIX account. I certify that he/she is registered/employed in our program and is entitled to an account.

Director / Designate

Date _____

FOR NETWORK SERVICES USE ONLY

Date Received: _____

Login: _____

Date Entered: _____

Password: _____

Date Mailed: _____

Processor's Initials



STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation towards specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- refrain from any attempt to use Nova Southeastern University computer systems as a means for the unauthorized access to computer systems outside the University's systems
- be aware that the use of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for computing. The following rules outline your responsibilities for securing your computing account. This is not, however, a comprehensive list of all online policies, procedures, and responsibilities. Consult the NSU Policy regarding Use of Computers and Network Systems. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your account coordinator before your account can be activated.

Your computer account is to be used only by you. Do not share your account with other individuals. The password to your account must be kept secure. Make sure to commit your password to memory. You may change your password at any time with the password command.

Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain four (4) letters and four (4) numbers.
- It must not be any word that can be found in a dictionary.
- Choose a password that is meaningful to you but not obvious to anyone else.

Examples of acceptable passwords are: 29py94ju, as76dl98, 98df 7gh6.

NSU computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account. It is your responsibility to make backups of your files on your computer. NSU is not responsible for the loss of your computer files.

There are no specific limits to online time; however, you are encouraged to use your online time wisely in order to conserve resources. Online time that has been excessive and/or used for unauthorized purposes can result in a charge to you. If you do not access your account for a period of six (6) months, your account will be deleted.

I understand the above rules for using the NSU computing systems and networks and agree to abide by them. If you have trouble accessing your account or forget your password, please contact your account coordinator. he/she can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

Print Name

Academic Program

Signature

Date

UNIVERSITY AND PROGRAM PHONE NUMBERS AND E-MAIL ADDRESSES

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Accounts Receivable	5200	
Admissions (to check for receipt of documents for your file)	8680, 8681, 8682, 8683	
Bookstore, Rosenthal Student Center	4750	
Fax-Educational Leaders Program	(954) 262-3906	
Financial Aid, Andrea Miller	4069	
Fischler Center for the Advancement of Education	8500	
Loan Disbursing, Educational Leaders	5765	
Registrar's Office, Pat Conti, Transcripts	7228	
Hana Manning, Information	7300	
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